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M37

Minutes Of The Special Education Advisory Committee

Jan. 20/93.

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M37
1993

MINUTES OF THE EDUCATION ADVISORY COMMITTEE
1993 01 20

Present: Mr. I. Adamson (Chairman), Trustees Bishop, Patenaude and Wilson, Mesdames Dalziel, Kappheim, Oommen, and Trott, Mr. Verticchio and Dr. Newberry.

Not Present: Trustee Allen, Mesdames Dennis, Howard and Kerr Jaskiewicz, Drs. Marshall and Van der Spuy.

Also Present: Trustee Mulholland
J. Sims (Hamilton Secondary School Principals' Council)
A. Mutart (Hamilton Teachers' Federation)
D. Maddocks (Hamilton Principals' Association)

Officials Present: E. Bond (Superintendent of Program)
Dr. F. Cooke (Assistant Superintendent of Program)
R. Adams (Co-ordinator of Special Education)

Mr. Adamson called the meeting to order.

Moved by Mrs. Trott:

That the minutes of the 1992 11 18 and 1992 12 09 meeting be approved.

Ms. Dalziel sought further clarification regarding the discussion relative to evacuation procedures, specifically the involvement of the Fire Department in establishing evacuation routes for identified children.

Ms. Bond and Dr. Cooke explained that as it is an operations matter, Principals are responsible for this issue under Operating Procedures. Any problem should be directed to the school principal and then to the appropriate Superintendent of Schools.

The motion was put to a vote and **CARRIED.**

Mr. Adamson noted regrets for not attending were received from Trustee Allen, Ms. Kerr Jaskiewicz and Dr. Van der Spuy.

Chairman's Comments
Mr. Adamson indicated his intent to a) adhere to the 7:00 p.m. to 9:00 p.m. meeting time frame, b) continue monitoring of attendance.

GENERAL

Organization Update
Learning Disabilities Association, Hamilton-Wentworth Chapter
Recalling the Report of the Interministerial Working Group on Learning Disabilities had been circulated with the November minutes, Mrs. Trott presented a motion worded by her provincial association, asking for support.

Moved by Mrs. Trott:

That the Special Education Advisory Committee recommends to the Hamilton Board of Education that:

1. They concur with the findings of the Report of the Interministerial Working Group on Learning Disabilities.

2. They support the recommendations of the Report.

3. They will maintain the necessary special education programs and services which will facilitate the elimination of systemic discrimination against persons with learning disabilities.

4. They will continue to provide a continuum of special education services so that pupils with learning disabilities receive services appropriate to their needs throughout their school careers. Then the government services which are currently so desperately needed by adults with learning disabilities will be much less in demand.

She clarified that clause 3 refers to the fact that many adults are unaware of their learning disabilities, as they lacked the opportunity to be identified while at school. Although in agreement with the concept of the motion, concerns were raised about the wording of this motion, the intent of certain clauses as well as possible budget implications. Following a general agreement on changes, it was agreed that the motion be amended to read as follows:

"That the Special Education Advisory Committee recommends that the Hamilton Board of Education:

1. Concur with the findings of the Report of the Interministerial Working Group on Learning Disabilities and support the recommendations of the Report.

2. Maintain the necessary special education programs and services for persons with learning disabilities within budget limitations.

3. Continue to provide a continuum of special education services so that pupils with learning disabilities receive services appropriate to their needs throughout their school careers.

The motion, as amended, was put to a vote and CARRIED.

Mrs. Trott stated her appreciation to the members, before noting the classroom in which the Lynwood students are to be placed at Queen Mary School does not have a blackboard and would not be prepared until some time in February. She added that the parents are otherwise satisfied with the location.

In response, Ms. Bond outlined the amount of work involved in locating suitable accommodation given the lack of available classrooms in the middle schools.

Hamilton & District Society for Disabled Children
Miss Dalziel had no report.

Association for Bright Children
Ms. Kappheim had no report.

Trustees
Mrs. Bishop:
a) advised that the Long Term Care Committee of the District Health Council is examining health and social services, including the needs of the disabled. She outlined the membership of this committee.
b) asked for a further report and clarification of Special Education statistics provided by the Research Department at a previous meeting. She noted that the information provided to the committee at a previous meeting were copies of Ministry reports based on a different terminology than used at the Board, and on 1991 statistics. She asked that 1991 and 1992 statistics be made available to this committee in a more comprehensible format, including the following information:
i) information about identified students, by grade and exceptionality
ii) LRT's caseload - both identified and non-identified students
iii) SERT's caseload - and types of students being dealt with

iv) self-contained or regular class placement
v) Speech and Language - similar to the above

When Mr. Adams inquired about having Mr. Jackson attend a meeting, Mrs. Bishop indicated it would not be necessary, if the figures were presented in an understandable format.

Ms. Patenaude and Mr. Mulholland had no report.

Ms. Wilson, commenting on the upcoming budget meetings, assured the committee of her commitment to maintaining Special Education programs.

Hamilton Secondary School Principals' Council
Mr. Sims had no report.

Down Syndrome Association
Mrs. Oommen had no report from her Association. Mrs. Oommen apprised the committee of a letter from Chairman Cunningham with assurances that matters within SEAC's jurisdiction will be noted for consideration by the SEAC membership.

Children's Aid Society
Mr. Adamson welcomed Dominic Verticchio as a new representative on the Committee. Mr. Verticchio had no report, but welcomed the opportunity to be present.

Hamilton Council for Home & School
Ms. Yanch had no report.

Hamilton Teachers' Federation
Mr. Mutart had no report.

Hamilton Principals' Association
Mr. Maddocks had no report.

Ontario Society of Autistic Citizens
Mr. Adamson had no report.

Miss Bond introduced the following Special Education Consultants who were present for the meeting: Sandy Cole (Area 4), Maxine Martineau (Area 1), Judy Peall-Ward (Areas 1 and 3), Pat Squire (Area 3) and Anne Marie Marion (Area 2). Mr. Adamson welcomed the Consultants and commented on Ms. Thayer's continued attendance.

Transportation Annual Report
Mr. Adams indicated he would be willing to discuss any questions arising from this report with the Transportation Officer, or possibly arrange for her to attend the next meeting.

Three general concerns were raised by Mrs. Bishop:
a) Information regarding the driver inservice. It was her belief that the Ministry had sent a memo about special operations relative to the transportation of Special Education students.
b) The protocol for loading and unloading electric wheelchairs - where that is and has it taken place?
c) She questioned the minimal decrease in the number of students being transported given the numbers of students that were returned to their home school.

Mr. Adams affirmed that a large number of students had been returned to their home area and offered to clarify these figures with Ms. Wilson. Mrs. Bishop surmised that transportation of those students may now involve a shorter distance, which has no bearing on transportation costs. She concluded her comments by emphasizing that Special

Education students comprise 63% of the $5 million Transportation budget.

Transition Years

Miss Bond introduced Carol Ramberan, Co-ordinator for Transition Years, outlining her varied experience, in particular related to Transition Years and special needs students. She advised that Ms. Ramberan's presentation would explain how Transition Years fits into "the whole picture".

Mrs. Ramberan advised that her overview of Transition Years would pay special attention to exceptional students and welcomed questions and input from the committee. She explained that planning is beginning and that there are many issues to consider in programming for all students.

Mrs. Ramberan informed the members that Transition Years is a part of a larger initiative of the Ministry of Education when they announced a major restructuring of education in 1989. Education was divided into four areas: Early Years, Formative Years, Transition Years and Specialization Years (Grades 10-12/OAC). Transition Years involves students in transition from elementary to secondary schooling and from childhood to adulthood.

Education throughout the world is being examined and restructured with an emphasis on the quality of students at graduation, their skills and knowledge, because of feedback about the poor quality of graduates. This movement includes more accountability for student knowledge and a common curriculum. It is the Ministry's belief that it is important that all students have access to the same knowledge and skills. Many provinces have restructured with a common curriculum.

Using an overhead, Ms. Ramberan explained the three major components involved in the restructuring that results in Transition Years (Transparency #1). Ontario is the only province streaming students. While this concept is being questioned, research indicates that streaming alone does not improve student performance, but rather the quality of instruction and type of activities students participate in. She offered to make this research available to any member.

(Transparency #2) The basic beliefs that guide the change: Excellence, Equity, Accountability, Partnerships.

(Transparency #3) Explains the use of a common curriculum throughout education until Grade 10 and the Specialization Years. The Ministry is saying that teachers must re-examine their responsibilities in the classroom. The common curriculum identifies what each of these aspects of the curriculum means and what to expect students to learn and know in individual grades. The Ministry is talking about delivering a common curriculum through four areas: Language, Arts, Self and Society, Mathematics, Science and Technology.

(Transparency #4, #5 and #6) Emphasis on student outcomes throughout the grades and how a student's progress could be recorded and summarized for parental comprehension.

(Transparency #7) Ms. Ramberan explained this summary of Transition Years, especially as it relates to Special Education students. She also provided further information on the issues of Optional Units, Time ⟶ Results, Exceptional Students and Mentor/Advisor.

In concluding her overhead presentation, Mrs. Ramberan affirmed that the Ministry guideline emphasizes that the needs of exceptional pupils shall continue to be met through existing policies until new policies are in place. Self-contained classes and vocational programs are expected to continue for next year.

Mrs. Ramberan then referred to the material in the package outlining Transition Years' planning and the various committees with responsibilities in this area. Subject Co-

ordinators have prepared destreamed material and are prepared to inservice for September, 1993. The new curriculum for full implementation three years from now will begin development as soon as we receive the final copy of The Common Curriculum, Grades 1 to 9 from the Ministry.

Following a brief break, Mrs. Ramberan advised that the SEAC Chairman will be invited to be a member of the Transition Years Advisory Committee, thereby ensuring the flow of communication to SEAC.

Responding to Dr. Newberry's query about teacher training, Mrs. Ramberan affirmed that changes will be implemented at the Teacher's College level once the appropriate information is received from the Ministry to revolutionize the teaching program. She added that on the Advisory Committee are representatives from McMaster, Mohawk, Brock faculties and possibly the Faculty of Education in Toronto. A trustee will be invited to be on the committee. At present two critical pieces of information have not been made available by the Ministry: a comprehensive education policy which is still under discussion in Cabinet and a Final Copy of the Common Curriculum Grades 1 - 9. Once received, the committee will commence detailed planning.

Teacher training is proceeding in Hamilton with several groups working with teachers. System and Area team are working on teaching strategies and evaluation strategies to meet the needs of students. The Board of trustees earlier in the year asked us to delay the implementation of destreaming, therefore, we do not have plans in place with specific timelines. If given direction, we could implement destreamed courses in September, 1993. Material has been written, programs are being piloted and teacher training is happening in our system.

Questioned about how parental concerns will be addressed, Mrs. Ramberan and Miss Bond stated that a communication plan is being formulated to provide parents with information about the Transition Years' program. Two plans are under consideration, one each for destreaming and streaming. Miss Bond commented on the difficulty of this situation.

In reply to Mr. Adamson's query about how it will be determined that a student progresses into Grade 10, Miss Bond noted several frameworks are under consideration. Some Boards are developing student appraisals for Grades 7 to 9 showing achievement in each subject area, generic skills, work habits and attendance. As Memo 115A encourages schools to offer a variety of different ways of helping a student catch up or complete work, remediation programs or summer school would be appropriate.

Miss Bond related that in the past there has been an assumption that 110 hours is the required time for all students, regardless of level to earn a credit. The new approach will be based on students' outcomes and will allow flexibilty for students with special needs (i.e. enrichment, remediation). She noted that in some schools this is already the practice.

Both Miss Bond and Mrs. Ramberan spoke of student-to-student tutoring as a powerful tool for learning. One program, Reading Assistance Program (R.A.P.) at Sherwood Secondary, provides credits for peer tutoring.

While concentrating on student outcomes, Mrs. Ramberan considered there were unlimited opportunities to explore ways of learning. Many teachers believe they are active learners and are prepared to proceed. These teachers are excited about the possibilities now open to them.

Stating this was a change process, Miss Bond acknowledged that as with any change, there are groups of people for, against and in between. She suggested that those teachers who are willing to facilitate these changes should be encouraged to teach Grade 9 students in destreamed classes.

Commenting on the on-going work and planning, Miss Bond advised that as part of the Transition Years, teachers in Grades 7 and 8 are trying to refine curriculum to develop units based on outcomes.

Speaking about pilot projects, Mrs. Ramberan remarked that teachers working with teachers are "energized" and that coaching between teachers is very powerful.

It was confirmed for Mrs. Trott that 65% of identified special education student are placed in self-contained classes.

Mesdames Trott, Kappheim and Mr. Adamson emphasized SEAC has always supported integration; however, self-contained classes sometimes offer the best learning environment with integration as appropriate. They commended the Board's varied placements.

Mrs. Ramberan remarked that integration is based on collaboration of student's and parent's wishes and teacher's advice, with a review following placement.

Mrs. Kappheim recalled that a presentation at the previous meeting substantiated higher outcomes for those in self-contained classes. She pointed out that children are included in the social atmosphere of the school no matter what their placement, and even more so in the middle schools. Mrs. Bishop cautioned about misconceptions that may arise given the small sample base for Dr. Bountrogianni's report.

Agreeing that opportunities for extension and enrichment need to be built into the program, Mrs. Ramberan commented on some research which indicates that 50% of gifted students do not go on to university. When Mrs. Trott noted this may result from lack of financial resources, Mrs. Ramberan acknowledged other variables that may impact on this percentage.

In response to Mrs. Kappheim's query about drop out statistics for gifted based on a larger survey, Mrs. Thayer commented that studies reveal a similar dropout rate of 30% for both gifted and regular students.

Mr. Adamson thanked Mrs. Ramberan for her presentation.

It was agreed:

That the report on Transition Years be received for information.

February Meeting

Mr. Adams commented that the next meeting would be held at the Education Centre should a settlement occur with CUPE Local 1344. He thanked Mrs. Oommen and Home Care for permitting SEAC to conduct its meetings at the Victorian Order of Nurses Centre.

The meeting was adjourned.

Read and confirmed,

.....
Chairman

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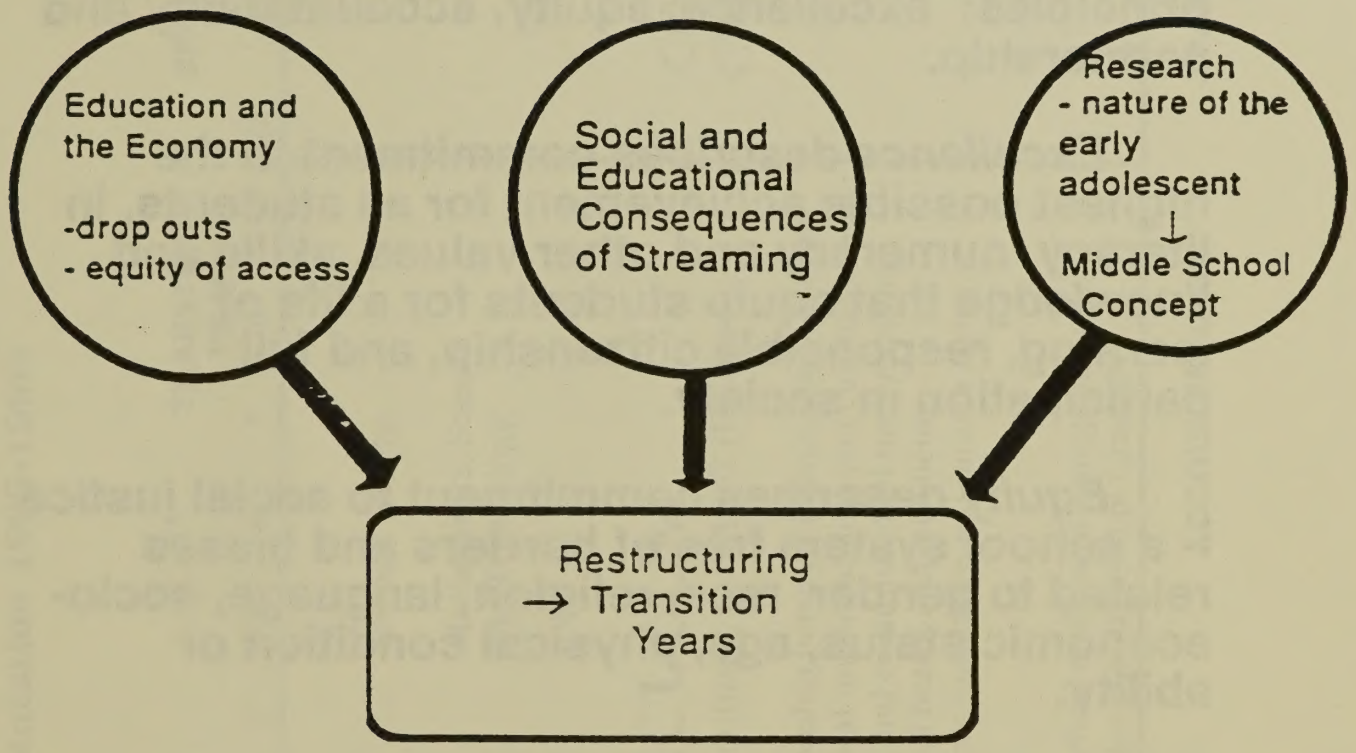
TRANSPARENCY #1

Why?



OSIS

Students - active involvement in learning

teachers working and planning together

Integration vs compartmentalization
- generic skills

Secondary School Study Committee

Middle School Development Committee

Invitation to Consider: What we teach?

How? When? Why?

Consultation Process

"Education in Ontario is founded on four principles: excellence, equity, accountability and partnership.

Excellence describes commitment to the highest possible achievement for all students, in literacy, numeracy and other values, skills and knowledge that equip students for a life of learning, responsible citizenship, and full participation in society.

Equity describes commitment to social justice -- a school system free of barriers and biases related to gender, race, religion, language, socio-economic status, age, physical condition or ability.

Accountability describes commitment to communicate how well our school system meets clearly described levels of student achievement.

Partnership describes commitment to root our schools more strongly in the communities they serve, and to recognize the shared responsibility among schools, teachers, students, parents, business and labour, and community institutions for education in Ontario."

From "Everybody's Schools: The Common Curriculum" DRAFT, Oct. 8, 1992

Making the Transition

CR OCT/92

EDUCATION IN ONTARIO

(full implementation 1995-1996)

EARLY YEARS			FORMATIVE YEARS						TRANSITION YEARS			SPECIALIZATION YEARS	
Child Care	JK	SK	1	2	3	4	5	6	7	8	9	10	11	12/OAC

Language

The Arts

Self and Society

Mathematics, Science and Technology

COMMON CURRICULUM

"Everybody's Schools: The Common Curriculum", Oct. 1992 (Draft)

Language and intellectual development
Scientific knowledge and perspective
Mathematical skills and perspective
Technological knowledge and perspective
Aesthetic understanding and artistic expression

Relationship between learning and working
Historical understanding and cultural identity
Global and environmental understanding
Personal health and well being
Social responsibility and human rights

"Achieving these learnings is the responsibility of all school staff and all program areas and is the overriding purpose of the entire school program to the end of Grade 9."

COURSE CREDITS

EXCELLENCE **EQUITY** **ACCOUNTABILITY** **PARTNERSHIPS**

TRANSPARENCY #3

Learning Outcomes: What do we expect the students to learn?

"By the end of the Transition Years, it is expected that most learners will have achieved the outcomes described below. Because of the diversity among adolescents and the physical, social, and intellectual changes that are occurring within adolescents, it is expected that the amount of time, resources, and assistance required by individuals will vary. For some learners, modifications in programs and learning outcomes will be required."

Examples:

* "read, analyze, and summarize information from a variety of sources, including technical information, newspapers, textbooks, and magazines"

* identify the organizer of a paragraph (cause-effect, comparison/contrast, simple listing, time order)

Observing the learning:

- **Not yet apparent**
- **Beginning to develop**
- **Developed as expected**
- **Beyond expectation (London)**

A+ **Developed beyond Expectation**
A **Highly Developed**
B **Developing as Expected**
C **Beginning to Develop**
N **Not at Expected Level (River Oaks Public School)**

TO OBTAIN A CRITICAL UNDERSTANDING OF [illegible]NATURE, IMPACT AND TECHNIQUES OF MEDIA.

CONCEPT	PRIMARY YEARS LEARNING OUTCOMES	JUNIOR YEARS LEARNING OUTCOMES	TRANSITION YEARS LEARNING OUTCOMES	SPECIALIZATION YEARS LEARNING OUTCOMES
1.4 Media have changed over time. Over time media have been changed by technology which has become more sophisticated, diverse and widespread. As a result, the mass media have become pervasive and dominant influences in our lives. These changes continue to occur at an ever-increasing rate.	**Knowledge** *Students will* •become aware that the media they experience are different from those of previous generations. **Skills** Students will be able to •express the differences between their experiences with media and those of previous generations. **Affect** Students will begin to appreciate •that media has changed in technology,form and influence.	**Knowledge** *Students will* •become aware of some ways in which media have changed over time. **Skills** Students will begin •to identify similarities and difference in some media over time. **Affect** Students will begin to appreciate •the ways in which media has changed in technology, form and influence. •the continuing value of media from other periods.	**Knowledge** *Students will become aware of* •the historical development of media technology. •the changes in form and style of media productions over time. •the ways in which media influence has changed from past generations. **Skills** Students will begin •to identify the changes in media (technology, form and influence) over time. **Affect** Students will appreciate •the ways in which media has changed in technology, form and influence. •the continuing value of media from other periods.	**Knowledge** *Students will understand* •the historical development of media technology. •the changes in form and style of media productions over time. •the ways in which media influence has changed from past generations. **Skills** Students will be able to •analyze the cause and effect of changes in media (technology, form and influence) over time. **Affect** Students will appreciate •the ways in which media has changed in technology, form and influence. •the continuing value of media from all periods.

TRANSPARENCY #5

The Common Curriculum Grades 1 – 9 DRAFT	Language		Science, Mathematics, Technology.			Arts				Self and Society				
	English	French	Science	Mathematics	Technical Studies	Dance	Dramatic Arts	Music	Visual Arts	Business	Family Studies	Geography	History	Physical Education
Language and intellectual development														
Scientific knowledge and perspective														
Mathematical skills and perspective														
Technological knowledge and perspective														
Aesthetic understanding and artistic expression														
Relationship between learning and working														
Historical undertanding and cultural identity														
Global and environmental understanding														
Personal health and well being														
Social responsibility and human rights														
	Knowledge, Skills, Affect and Values of the Subject and Curriculum Area													

TRANSPARENCY #6

THE TRANSITION YEARS

Grades 7, 8, and 9
Policies and Program Requirements
1992

Equity

Excellence

Common Curriculum

Core Program Areas

Optional Units

Learning Outcomes

Integrated Approach to Learning

Time ⟶ Results

No Credits

Career Education

Resources

Organization

Exceptional Students

Mentor/Advisor

Assessment/Evaluation/Reporting

Accountability

Partnerships

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...on (Chairman), Trustees Bishop and Patenaude, Mesdames ... Dalziel, Kappheim, Kerr Jaskiewicz, Oommen, Trott and ...erticchio and Drs. Marshall, Newberry and Van der Spuy.

...n and Wilson, Mesdames Dennis and Howard.

Also Present: Trustee Mulholland
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: Dr. F. Cooke (Assistant Superintendent of Program)

Dr. Adamson called the meeting to order and noted regrets for not attending were received from Trustees Allen and Wilson.

Confirmation of the Minutes:

Miss Dalziel surfaced her earlier concern regarding evacuation procedures for identified students, particularly the involvement of the Fire Department. She referred to feedback indicating non-compliance with these procedures in some schools.

Dr. Cooke affirmed that the Board's Operating Procedure is in place in each school. The document, which is reviewed during staff meetings on an annual basis, clearly outlines the responsibilities and timetable for staff and students as well as those specific to the Fire Department officer. He agreed to provide Miss Dalziel with a copy of this document.

Referring to her Organization Update on Page 3 of the minutes, Mrs. Oommen said her statement regarding the letter from the Chairman of the Board should read "Mrs. Oommen apprised the Committee of a letter from Chairman Cunningham with assurances that matters within SEAC's jurisdiction **will be given to SEAC membership for consideration.**"

Ms. Kappheim referred to Page 6 and requested the fourth paragraph be amended to read:

"Mesdames Trott, Kappheim and Dr. Adamson emphasized **that through SEAC, the Learning Disabilities Association, Association for Bright Children and Ontario Society of Autistic Citizens have always supported other SEAC members who feel integration is in the best interest of the students they represent. However, these three associations continue to support self-contained classes as the primary learning environment for the majority of students they represent while recognizing that sometimes an integrated setting is deemed more appropriate and may be the choice of the individual student and parents. They stated further that their associations continue to commend the Board's variety of placement options available to meet the diverse needs of all Special Education students.**"

Moved by Mrs. Bishop:

That the minutes of the 1993 01 20 meeting as amended be approved. **CARRIED**

Chairman's Remarks

Dr. Adamson alluded to the passing of Mr. Joe Yurkiw, former Assistant Superintendent of Special Services. There was agreement that SEAC, through its Chairman, will send a letter of sympathy to his family.

GENERAL

Organization Update

Hamilton and District Society for Disabled Children
Miss Dalziel had no report.

Association for Bright Children
Ms. Kappheim had no report. She inquired if SEAC members have borrowing privileges from the Dr. Paikin Library. Dr. Cooke agreed to check with the Library staff and provide feedback.

Learning Disabilities Association, Hamilton-Wentworth Chapter
Mrs. Trott commented on the positive feedback from parents regarding the transfer of students from Lynwood Hall Children's Centre to Queen Mary Elementary School.

Mrs. Trott reported the following:

(a) The forthcoming conference sponsored by the Learning Disabilities Association of Canada with the theme "Invisible No Longer: Rights, Routes and Responsibilities" [1993 04 28 to 1993 05 01 at Sheraton Parkway Hotel in Richmond Hill, Ontario].

(b) A half-page article regarding "Yes I Can" Award sponsored by the Council for Exceptional Children (C.E.C.) was featured in "Communique", a publication by the Learning Disabilities Association of Ontario. Mark Weston, a learning disabled student, has won the award this year.

Hamilton Teachers' Federation
Mr. Mutart had no report.

Children's Aid Society
Mr. Verticchio had no report.

Down Syndrome Association
Mrs. Oommen had no report.

Hamilton Council for Home and School
Ms. Yanch had no report.

Hamilton and District Easter Seals Parent Delegate Group
Ms. Kerr Jaskiewicz had no report.

Hamilton Secondary School Principals' Council
Mr. Sims had no report.

Hamilton-Wentworth Home Care Program
Ms. Bramberger had no report.

Hamilton Association Community Living
Dr. Marshall had no report.

Ontario Psychological Association
Dr. Van der Spuy had no report.

Chedoke-McMaster Hospitals
Dr. Newberry had no report.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter

Dr. Adamson informed the members that CHCH TV station will have a telephone information line for Chedoke-McMaster Children's Hospital in May. His family, as representative of the Society, has been invited to participate. He said the station is producing video films on autism and his son will take part in this project.

Trustees

Mrs. Bishop advised that the SEAC recommendation supporting the findings of the Report of the Interministerial Working Group on Learning Disabilities was approved at the 1993 02 09 Operations Management Committee meeting and she was confident it would receive approval at the 1993 02 18 Board meeting.

Mrs. Bishop distributed a fact sheet (copies may be obtained from the Minute Room) from the Hamilton-Wentworth Preschool Services Prevention Planning Initiative which is working on Early Childhood Education. It outlines relevant information and concerns in the area of child care.

Noting the rising concerns among parents and students regarding name calling and bullying in schools, Mrs. Bishop drew the members' attention to a research report on "Bullying at School, Toronto in an International Context" from the Toronto Board of Education (Suzanne Ziegler - Research Services, Toronto #196). The report included interesting findings from Sweden and Norway.

There were comments that "bullying" in schools can be reduced and that the perception is Special Education students are bullied more than the other students. Mrs. Bishop advised that Ms. Anne Marie Marion, Special Education Consultant - Area 2, is involved in addressing this issue and suggested a presentation from Ms. Marion and her group be placed on a future agenda.

Trustees Patenaude and Mulholland had no report.

Transportation Annual Report (Response to questions raised)

In addressing the concerns relative to transporting of Special Education students expressed at the January meeting of this Committee, Dr. Cooke made copies of the following available to interested members: (a) Operating Procedure [SP-21 - September, 1988] on "Transportation of Special Education Students", (b) Operating Procedure [OP-15 - September, 1991] on "Discipline -- Code of Conduct for Pupils on School Busses and Transportation -- Procedures and Roles" and (c) the motions passed at the October, 1987 and June, 1991 Board meetings relating to the Board's Transportation Policy. He assured that these documents, along with the Transportation Department's annual report, have been addressing the special operations involved in transporting these students, including driver inservice and the loading/unloading of students in wheelchairs. Dr. Cooke added that the Transportation Supervisor interacts regularly with all transportation companies utilized by the Board to ensure their compliance with the Board's Transportation Policy.

When questions were raised regarding the implementation of the Operating Procedures by individual schools, Dr. Cooke said the Program Department has no "direct" line authority to communicate with the school principals on these issues, noting this falls under the responsibilities of the Superintendent of Schools.

Discussion followed regarding the need for the Superintendents of Schools to attend SEAC meetings. When it was suggested that the Federation representatives to SEAC may be able to provide updates on issues in the schools, the members concluded this direction could result in undue pressure on these individuals.

Concerned with placing added responsibility on the Superintendents of Schools, Mrs. Bishop suggested they be requested to attend SEAC meetings alternately.

Moved by Mrs. Bishop:

That the Superintendents of Schools be requested to attend all SEAC meetings alternately. **CARRIED**

The members agreed that the Superintendents of Schools would assume the role of a resource person at SEAC.

At this point, Ms. Kerr Jaskiewicz requested the Board look at the installation of "Disabled Person" signs at R. A. Riddell Elementary School to facilitate the coming in and out of school busses carrying disabled children.

Dr. Cooke noted this was an operations issue; however, he agreed to investigate this particular situation.

It was agreed:

That the Transportation Annual Report be received for information. **CARRIED**

Education Week Flyer

Dr. Cooke advised that Ms. Gayla Brock-Woodland, Public Relations Officer, is co-ordinating the Education Week flyer and welcomes the opportunity to work with SEAC in the compilation of a summary page about the Committee for inclusion in the flyer.

Mrs. Oommen recalled SEAC has been participating in this project for the past two years. She then spoke briefly on the process for submitting individual Association information.

I.P.&R.C. Statistics

Dr. Cooke reviewed the monthly Report. There were no questions.

Noting her findings from a seminar which dealt with the Diagnostic and Review Team (D.A.R.T.) and Identification, Placement and Review Process (I.P.&R.C.), Mrs. Trott commended the Board's initiatives relative to the I.P.&R.C process in comparison with practices in other school boards.

Psychological Profiles

Dr. Cooke introduced the presentors: Ms. Lois Campbell, Psychological Consultant - Area 2, and Mr. Joe Trovato, Psycho-educational Consultant - Area 3.

Ms. Campbell focused her discussion on the descriptive data regarding the referral information of a sample of students referred to the Psychological Services and Special Education Departments along with the comparative information for students eventually deemed Exceptional and those not deemed Exceptional. She detailed the process involved in the development of referrals, particularly the coding sheet information. The comparative student profiles and placements for students referred from Compensatory Education Schools and those referred from Non-Compensatory Education Schools were also part of Ms. Campbell's presentation.

Mr. Trovato explained the comparative profiles and school performance for students with disturbed behavioural profiles, the differences between externalizers (acting out) and internalizers (withdrawn) and the comparison among students with different exceptionalities and their outcomes in secondary and post-secondary schools.

Mr. Trovato stated that the Student Services Referral Form has to be revised to facilitate and promote an objective information gathering process, remarking that the current form is not "user friendly".

In describing the situation in Compensatory Education schools, Ms. Campbell detailed the various testing procedures used in identifying the students. Noting that 17 schools have been identified as Compensatory Education schools since 1984, she said there is an on-going review of Hamilton schools to determine any additions to the list. Ms. Campbell stressed the intent of Recommendation 3, i.e. bringing the outcome of the analyses of the Compensatory Education students' profiles to the attention of Compensatory Education school principals.

Mr. Trovato commented that age or gender bias may not be a significant factor to behaviour exceptionality problems. Dr. Marshall referred to similar findings from medical analyses and added that any general bias observed may be due to "chromosomes".

Referring to Recommendation 4, Dr. Marshall perceived the development of a short form of the Teacher Checklist to be "re-inventing the wheel" and considered continuing the generally accepted form to be more effective and practical. He suggested that other data gathering tools may be worth exploring instead. Mr. Trovato said the Achenbach method is very useful in providing substantial information.

Mr. Trovato clarified that the dropout rates (base is 12%) in Table 6 pertain to the percentage of the total student enrolment in secondary schools. He said the Research Department bases the dropout rate on a "student retirement" definition which includes those students dropping out from school for the second or third time, noting that the current number of secondary school dropouts is about 1,024 students (excluding the adult learners).

Moved by Miss Dalziel:

That the SEAC Committee continue to meet past 21:00 hours. **CARRIED**

Dr. Marshall voiced his concerns regarding the vocational schools becoming a "dumping ground" for exceptional students and expressed interest in the impact of the Ministry of Education and Training's destreaming on this finding.

Mr. Trovato acknowledged Dr. Marshall's views and added these students are also "over represented" in the basic and general level courses. Given the small sample used in the Report, Mr. Trovato conceded that behaviour exceptionality students have not been fully tracked by the Report findings.

There were questions regarding the scientific nature of the information provided particularly in the area of Reading, Language and Mathematics. Mr. Trovato pointed to the preliminary nature of the study, stressing that the information requires validation and further refinement for future use. He concluded that the intent is to identify significant trends in students' profiles for further analysis.

Moved by Dr. Marshall:

SEAC is deeply disturbed to find that Behavioural Exceptionality (B.E.) and Specific Learning Disability (S.L.D.) students are dramatically over represented as achievers of Basic secondary credits, given their intellectual profiles. SEAC requests that the Board review:

(a) the appropriate role and referral process to vocational secondary schools;

(b) the support provided in secondary schools for B.E. and S.L.D. students; and

(c) the role for a specialized B.E. program (additional) at the secondary school level.

CARRIED

The members were in unison in expressing their appreciation and compliments for the interesting and informative presentation.

Moved by Miss Dalziel:

That SEAC expresses its appreciation to the Psychological Services Department for the excellent Report regarding Psychological Profiles, Referral Information and Outcomes in Secondary School and Post-Secondary School for Exceptional and Non-Exceptional Students and that SEAC looks forward to maintaining a closer relationship with the Department in receiving further updates on Psychological Profiles for these students. **CARRIED**

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1993 03 10

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(Chairman), Trustees Allen and Bishop, Mesdames ward, Kappheim, Kerr Jaskiewicz and Trott, Dr. Van der rticchio.

Trustees Patenaude and Wilson, Mesdames Dalziel, Dennis and Oommen, Drs. Marshall and Newberry.

Also Present: Trustee Mulholland
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: Dr. F. Cooke (Assistant Superintendent of Program)
Mr. R. Adams (Co-ordinator of Special Education)

Dr. Adamson called the meeting to order and noted regrets for not attending were received from Trustee Patenaude and Mesdames Dalziel and Oommen.

Dr. Cooke informed the members that the "No Parking" and "Loading" signs requested at the last meeting for R. A. Riddell Elementary School are in place.

Ms. Kerr Jaskiewicz thanked Dr. Cooke for his efforts; however, she commented the parking situation at the school is still "horrendous".

Dr. Cooke noted his discussion of the issue with the school principal and it was concluded that City Hall may need to look at enforcing the City by-laws in that area.

Noting his communication with Dr. Paikin Library staff, Dr. Cooke affirmed that SEAC members have borrowing privileges from the library.

Update on Education Week Flyer
Mr. Adams said the Minute Room will make follow-up calls to SEAC members who have not submitted their Association information for the summary page in the flyer. He anticipates getting feedback on this.

SEAC Annual Report to the Ministry of Education and Training
Mr. Adams requested the "usual" assistance from the members in compiling the information for the SEAC Annual Report. He said the Report will be brought to this Committee for review at the April meeting prior to its presentation and approval at Board.

Mrs. Trott and Dr. Adamson volunteered to assist Mr. Adams.

Chairman's Remarks
Dr. Adamson read the sympathy letter sent to the family of the late Joe Yurkiw and thanked Dr. Cooke and Mr. Adams for looking after this.

GENERAL

Organization Update
Hamilton-Wentworth Home Care Program
Ms. Bramberger had no report.

Learning Disabilities Association, Hamilton-Wentworth Chapter
Mrs. Trott announced the Association's new motto is "Invisible No Longer". She then reported the following:

(a) The Region's proclamation of last week as "Public Awareness Week", noting Mark Humphrey was the spokesperson of the Learning Disabilities Association of Ontario during the observance of the event.

(b) Poster on Canadian Fitness Sports, distributed by Active Living Alliance for Canadians with a Disability, a group committed to promoting dignity for disabled persons.

Canadian National Institute for the Blind (CNIB)
Mrs. Howard had no report. She advised the members about her request for CNIB to find a new representative to SEAC because on-going personal conflicts have hindered her regular attendance at Committee meetings. Until someone is appointed, Mrs. Howard will try to be at SEAC meetings as often as she can.

Hamilton Teachers' Federation
Mr. Mutart had no report.

Hamilton and District Easter Seals Parent Delegate Group
Ms. Kerr Jaskiewicz had no report.

Children's Aid Society
Mr. Verticchio had no report.

Hamilton Secondary School Principals' Council
Mr. Sims had no report.

Association for Bright Children
Ms. Kappheim had no report. Referring to her Association's information meeting with Ms. Marg Aubé, Education Officer - Ministry of Education and Training, Ms. Kappheim remarked the question and answer forum was informative and provided helpful insights.

Ontario Psychological Association
Dr. Van der Spuy had no report.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Dr. Adamson updated the members about his family's involvement with Channel 11's telephone information line. He said participating in the video films dealing with autism has been an interesting and memorable experience for his son.

Trustees
Mrs. Bishop reported the following:

(a) The Report of the SEAC Committee was approved at the 1993 03 09 Operations Management Committee meeting.

(b) An informative presentation from Area 2 (headed by Ms. Anne Marie Marion) on a pilot project dealing with reducing the incidents of negative student interactions was held at the Education Centre on Thursday, 1993 03 04.

(c) "Disability Information Service Health Plan", an interesting booklet on disability services which is funded by the Region's Public Library. She noted Dr. Paikin Library has copies of the booklet.

(d) Flyer regarding Hamilton-Wentworth Access Awareness Week, which highlights a Conference and Trade Show at the Hamilton Convention Centre on Tuesday, 1993 06 01 and Wednesday, 1993 06 02. (Copies of the flyer were distributed among the members. A file copy is available in the Minute Room.)

(e) A manual from Westdale Secondary School regarding "Living Safely, Staying Healthy" compiled by the Peer Helper Class - January 1993. This is based on the materials from which the students were taught during the first semester with the intent of continuing the project at the end of each semester.

Mrs. Bishop alluded to a recent situation drawn to her attention about a family who had to go through various channels to obtain an answer to a question regarding school

policies and procedures. She expressed concern not so much for the issue, but rather the process some parents have to go through in getting information from the school system. Mrs. Bishop wondered if the Case Manager concept would be helpful in addressing this type of situation.

In response to Mrs. Bishop's question regarding extended stay of students (she noted she was not referring to developmentally delayed students) in the schools, Dr. Cooke advised that permission has been granted to school boards to charge these student fees for the extension.

Referring to the case mentioned earlier by Mrs. Bishop, Dr. Cooke offered to share the information with Special Education. Mrs. Bishop agreed to give Dr. Cooke a copy of the correspondence from the family involved.

Trustees Allen and Mulholland had no report.

Resource Teacher's Handbook

Mr. Adams introduced the presentors: Ms. Maxine Martineau, Special Education Consultant (Area 1) and Ms. Anne Marie Marion, Special Education Consultant (Area 2).

Ms. Martineau distributed copies of the "Teacher's Manual: Special Education Forms" (a file copy available in the Minute Room). In reviewing the various forms outlined in the manual, she noted that the Individual Pupil Plan (IPP) for Elementary students is presently undergoing revisions to make the form "user friendly"; the final draft will be available by September.

The Annual Review process, along with the appropriate forms utilized, was discussed in detail by Ms. Martineau.

Responding to Mrs. Trott's query, Ms. Martineau advised that the secondary school referral form required by community colleges is being revised and Ms. Gillian Anchel, Secondary School Consultant - Psychological Services, is overseeing this project.

Ms. Marion distributed copies of the Resource Teacher's Handbook (a file copy is available in the Minute Room) and reviewed the contents with the members. She noted that the development of this valuable document was facilitated through the efforts of the Handbook Committee and all resource teachers in the elementary schools have provided their input. Ms. Marion expounded on sections in the Handbook dealing with: (a) Yearly calendar of events, (b) Communications, (c) Diagnostic and Resource Team process (D.A.R.T.) and (d) Programming in the schools.

Mesdames Martineau and Marion invited the members to contact them for any assistance they may require in familiarizing themselves with the information reflected in the Resource Teacher's Handbook.

It was agreed:

That the Presentation regarding the Resource Teacher's Handbook be received for information.

Dr. Adamson expressed the Committee's appreciation for the interesting presentation.

I.P.&R.C. Statistics

Mr. Adams advised there is no Report on I.P.&R.C. Statistics for March 1993.

Mr. Adams explained for Mrs. Trott the I.P.&R.C. process at the school and system levels.

Responding to a follow-up question from Mrs. Trott, Mr. Adams said a recess may be required if no I.P.&R.C. determination has been made at the school level.

ELEMENTARY/SECONDARY

Early Identification Process

Mr. Adams introduced Ms. Shelagh Simpson, Early Years Co-ordinator.

Ms. Simpson distributed copies of her Report regarding "Early Identification is For All Children" (a file copy available in the Minute Room) and reviewed the key areas outlined, e.g. the historical background of early identification process, the entry procedures for the Junior and Senior Kindergarten program, teacher support and in-service and the modifications required to further improve the process.

In discussing the home visits with the children's families, Ms. Simpson underscored the importance of information sharing among teachers and parents. She pointed to two key learning experiences: (a) that parents need to talk about their children and (b) the schools should be enthusiastic in inviting/welcoming the children and their families into the school system.

Ms. Simpson clarified for Mrs. Trott that in cases where parents object to a home visit, the discussion could take place in the school.

Responding to Ms. Kappheim's query, Ms. Simpson advised that the information meetings for parents are usually held in the evening; however, in May and June many schools hold their orientation during the day.

Ms. Simpson emphasized the importance of home visits, particularly the openness and active involvement of the parents.

In reply to Ms. Kappheim's question, Ms. Simpson explained the early identification process for bright children, noting this is facilitated through the input from the Learning Resource Teacher, School Teacher Librarian and in-school resources from the Area team. She also endorsed the assistance provided by pre-school learning groups/agencies, Co-operative Council, Chedoke pre-school and the regular day care centres. She added that other exceptionalities may also be determined through these channels.

Ms. Kappheim offered to share with interested members information regarding the identification of children not involved in a pre-school setting.

Mrs. Howard discussed briefly the identification of her daughter who did not have a pre-school learning experience.

Ms. Simpson affirmed it may be difficult to determine a child's exceptionality until about 6 or 7 years of age.

Moved by Mrs. Bishop:

That the Presentation regarding Early Identification Process be received for information and that SEAC expresses its appreciation and full support for the Early Identification Program, including any program modifications needed for the individual student. **CARRIED**

On behalf of the Committee, Dr. Adamson thanked Ms. Simpson for her excellent Report.

The meeting then adjourned.

Read and confirmed,

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rt CHAIRMAN

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1993 05 19

Trustees: mson (Chairman), Trustees Bishop and Patenaude, Mesdames r Jaskiewicz, Kappheim, Oommen and Trott, Mr. Verticchio and l.

Trustees Allen and Wilson, Mesdames Bramberger, Howard and Yanch, Drs. Newberry and Van der Spuy.

Also Present: A. Mutart (Hamilton Teachers' Federation)

Officials Present: E. Bond (Superintendent of Program)
R. Adams (Co-ordinator of Special Education)

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Dr. Adamson called the meeting to order and noted regrets for not attending were received from Trustees Allen, Wilson and Ms. Yanch. He then called for confirmation of the minutes.

Moved by Ms. Patenaude:

That the minutes of the 1993 04 21 meeting be approved. **CARRIED**

Chairman's Remarks
Dr. Adamson referred to a video on the fundraising campaign for Chedoke-McMaster Children's Hospital which may be of interest to the members. As there was no VCR machine available, the members agreed to view the video at another meeting.

GENERAL

Organization Update
Hamilton and District Easter Seals Parent Delegate Group
Ms. Kerr Jaskiewicz provided details on the "Discover Conductive Education" Conference sponsored by Ontario March of Dimes in co-operation with the Easter Seals Society and the Stroke Recovery Association of Ontario at the Ontario Institute for Studies in Education (OISE) in Toronto on 1993 05 28-29. [A copy of the conference flyer is available in the Minute Room.]

When Ms. Kerr Jaskiewicz raised concerns relating to a developmentally challenged student in the system, Mrs. Bishop suggested the case be referred to the appropriate staff and reminded the members that SEAC should only be addressing general issues relating to Special Education.

Miss Bond advised this matter falls within the responsibility of the area Superintendent of Schools.

Responding to questions, Miss Bond affirmed that a Policy on Student Absenteeism is in place. She added Mr. Bryan Schofield, Adjustment Co-ordinator, oversees issues relating to student absenteeism.

Noting the members' questions and concerns, Mrs. Bishop commented the discussion tonight could have been facilitated if a Superintendent of Schools was in attendance. She recalled the Board recently approved a recommendation from SEAC for the Superintendents of Schools to alternately attend all SEAC meetings.

Stating the matter is beyond her responsibility, Miss Bond agreed to raise the members' concerns with Senior Management.

Hamilton Teachers' Federation
Mr. Mutart had no report.

Hamilton Association for Community Living
Dr. Marshall referred to the Ontario Association for Community Living - 40th Anniversary Conference scheduled on 1993 06 03-04 in Hamilton. [A copy of the conference flyer is available in the Minute Room.]

Dr. Marshall advised tonight could be his last SEAC meeting as he is leaving the Association. He anticipates the Association will be appointing a new representative very soon.

Hamilton-Wentworth Children's Aid Society
Mr. Verticchio had no report.

Association for Bright Children
Ms. Kappheim alluded to the success of the Association's 8th Annual Family Conference held in Cambridge on 1993 05 15.

Hamilton and District Society for Disabled Children
Miss Dalziel had no report.

Down Syndrome Association
Mrs. Oommen mentioned the emerging partnership between the Down Syndrome Association and the Association for Community Living.

At this point, Dr. Adamson affirmed for Trustee Bishop and Mrs. Oommen that SEAC is on track in addressing the agenda priorities for this year.

Mr. Adams advised further that some items are ready for discussion in September while the remaining items will be put on the SEAC agenda after the Board has determined the direction to pursue for these issues, e.g. Integration, Reporting to Parents, Developmentally Challenged Program, etc.

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Dr. Adamson had no report.

Learning Disabilities Association, Hamilton-Wentworth Chapter
Mrs. Trott affirmed her appreciation for the spectrum of services offered by the Hamilton Board. She observed some Boards of Education "flaunt" the concept of total integration, referring to another Board as proving to be a viable model of the concept. She then spoke of this Board's various initiatives relative to Special Education. Mrs. Trott also shared her insights on a recent IP&RC session she attended as parent supporter.

Board Update
Ms. Patenaude had no report.

Mrs. Bishop reported the following:

a) The approval of the Special Education Annual Report to the Ministry of Education and Training at the 1993 05 11 Operations Management Committee meeting.

b) The Hamilton-Wentworth Access Awareness conference and trade show on 1993 06 01-02 at the Hamilton Convention Centre.

c) The approval of the recommendations in the Accommodation Report at the 1993 05 18 Special Operations Management Committee meeting. She briefly discussed the accommodation plans relating to Special Education for 1993 and noted her "annual speech" about her many concerns pertaining to Special Education programs, e.g. integration of large Special Education classes in some schools, accommodation in the middle schools for developmentally challenged students, TR program, etc.

Miss Dalziel resurfaced the concerns regarding accessibility raised in the past through the Accessibility Committee and urged these be considered closely, particularly in building new schools. She suggested the active participation of Home Care staff during the design and planning stages.

Mr. Adams confirmed there is awareness regarding accessibility for special needs students in the schools, detailing some of the facilities planned for one of the newer schools, e.g. providing special rooms for the Learning Resource Teacher (LRT) program, diagnostic and resource meeting rooms (these rooms may be used during private meetings with parents), etc.

Miss Bond highlighted the continuing collaboration between the Program and Plant Departments in addressing this issue.

Mrs. Bishop underscored the benefits of a checklist when building new schools or undergoing school renovations. She felt every area of the plan, including minor details, should be considered in ensuring accessibility in our schools.

Miss Dalziel recalled the many recommendations brought forward through the Accessibility Committee and signified her intent to make a motion that these be addressed.

Mrs. Bishop referred to City Hall's Standards for Accessibility document and suggested this may be used as a resource material by the Board. She felt a checklist may be sufficient if the information provided is correctly interpreted/utilized. Mrs. Bishop agreed with Miss Dalziel's suggestion of seeking other resources, e.g. Home Care in facilitating a barrier-free environment in all our schools.

Moved by Mrs. Bishop:

That, recognizing the work being done by the Plant Department in the area of accessibility in the schools, consultation be sought from Home Care and other appropriate resources in the planning stages to facilitate a barrier-free environment in the building of schools.

Dr. Marshall considered the motion not strong enough to convey SEAC's message. He suggested the members request the Board to establish a sub-committee or task force to address the "long standing" concerns in the area of accessibility.

Mrs. Bishop was permitted to withdraw her motion.

Moved by Dr. Marshall:

That the Special Education Advisory Committee (SEAC) request the Board to establish a Policy on accessibility planning for new schools and renovations and that such Policy be reviewed periodically by a sub-committee of SEAC.

Expressing her concerns with the intent of the motion, Ms. Patenaude reminded the members SEAC is only an advisory committee.

After some discussion, Miss Bond assured the members there is a consultation process between Program and Plant Departments. She suggested that active participation of Program Co-ordinators during the consultation may be encouraged to facilitate this collaboration. Miss Bond expressed confidence that the Board's architects have the expertise, particularly in the latest accessibility measures, to assist in the planning for our schools. Nevertheless, she agreed to relay the members' concerns to the officials, particularly Mr. Orlando.

Ms. Patenaude stated the minutes will be helpful in providing an account of the preceding discussion and assured the members that trustees and officials read the minutes.

When the members concurred with Miss Bond's suggestion, Dr. Marshall withdrew his motion with the members' permission.

ELEMENTARY/SECONDARY

Update - Gifted Program

Mr. Adams introduced Ms. Ethel Thayer, Consultant - Gifted. Using an overhead projector, Ms. Thayer presented the various materials she has been using during teacher-inservice in promoting awareness for the Gifted program. The following documents were distributed among the members: (a) Meeting the Needs of Able Talented and Gifted Learners - An Awareness Workshop and (b) Differentiated Programming - Roots and Wings. [File copies available in the Minute Room.]

Responding to Mrs. Trott, Ms. Thayer said misinformation is a key reason for the initial resistance from teachers relative to the program. She expressed confidence that, given enough time, the strategies being introduced will address the concerns identified.

Mrs. Bishop applauded the presentation, noting the spectrum of services available for these students.

Dr. Adamson thanked Ms. Thayer for her excellent Report.

It was agreed:

That the verbal Update regarding the Gifted Program be received for information.

GENERAL

Black Youth Achievement (Southview)

Dr. Adamson introduced Messrs. Neville Nunes, English as a Second Language/Dialect (ESL/D) Consultant and Mike Webber, Resource Person - Black Youth Achievements of Hamilton and Region Inc.

Prior to the presentation, Mr. Nunes distributed copies of a brochure on the Black Youth Achievements of Hamilton and Region Inc. [File copy available in the Minute Room.]

Mr. Nunes provided background information about the organization, noting it is presently situated at the former Southview School at Queensdale. Mr. Webber detailed the program objectives, services and activities offered by the Association in responding to the needs of the Black youths in the community, particularly in providing role models and developing self-esteem for these youngsters. In concluding the presentation, Messrs. Nunes and Webber emphasized the following concerns need to be addressed in order for the Association to continue delivering its programs and services:

(a) funding (Mr. Webber requested "some concessions" from the Board in terms of the rental fees being paid by the Association for the use of Southview School facilities.)
(b) support and understanding from the teachers in order to promote the academic and overall performance of these youths
(c) rising dropout rates

Agreeing with the members' opinion that addressing the above concerns is beyond the mandate of SEAC, Miss Bond said she will bring these up with the Superintendents of Schools and the Principal associations.

On behalf of SEAC, Dr. Adamson thanked Messrs. Nunes and Webber for the interesting presentation.

As there was no quorum at the conclusion of this presentation, it was decided that this be received for information at another meeting.

Program Department Update
The presence of the Area Special Education Consultants was acknowledged by Miss Bond.

Miss Bond advised that the key issues being addressed at the Ministry level include restructuring, accountability and integration. Referring to student outcomes, she noted how the overall curriculum would fit with the special needs students is an important consideration in the review of the Board's curriculum. She added the staff development needs of Special Education teachers will also be looked at in this regard.

Miss Bond referred to the recent meeting of the Council for Exceptional Children and reported that Ms. Lynn Ziraldo, a parent representative, was elected as one of the Members at Large.

I.P.&R.C. Statistics
Mr. Adams reviewed the Report. There were no questions.

SEAC Organization Information Brochure [There was consensus to consider this added agenda item.]
Mrs. Oommen presented a draft copy of the SEAC brochure, "Does your child have Special Needs?" She noted the development of the brochure was facilitated with the assistance of Ms. Gayla Brock-Woodland, Public Relations Officer, and Mrs. Trott. Mrs. Oommen said the intent is to distribute copies of the brochure throughout the system beginning in September, 1993 in order to promote awareness of SEAC, particularly with the parents and students.

Mrs. Oommen advised of her intent to send a letter to all SEAC members, with the draft brochure attached, soliciting their comments and changes prior to its final printing and distribution to the system. [Note: Letter mailed 1993 05 25]

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1993 06 16

GOVERNMENT DOCUMENTS

Present: (Chairman), Trustees Bishop and Patenaude, Mesdames ziel, Kappheim, Kerr Jaskiewicz, Oommen, Trott and Dr.

Present: Trustees Allen and Wilson, Mesdames Elliott, Howard and Yanch, Mr. Verticchio, Drs. Newberry and Van der Spuy.

Also Present: J. Sims (Hamilton Secondary School Principals' Council)

Official Present: F. Cooke (Assistant Superintendent of Program)

Dr. Adamson called the meeting to order and noted regrets for not attending were received from Trustee Allen, Dr. Van der Spuy and Ms. Eileen Collins (the new representative to this Committee from the Hamilton Principals' Association).

GENERAL

SEAC Organization Information Brochure [There was consensus to consider this as the first agenda item.]
Dr. Adamson acknowledged the efforts of Mesdames Oommen and Trott in the development of the SEAC information brochure.

Mrs. Oommen explained the process involved in soliciting the members' suggestions/comments on the format and information contained in the brochure.

Dr. Marshall agreed to confirm with Mrs. Oommen if his Association will permit him to carry on as the Association's representative to SEAC, in light of his leaving the Association's Board membership, or appoint a replacement.

Dr. Adamson advised of his Association's new name: Autism Ontario, Hamilton-Wentworth Chapter.

Ms. Patenaude commended the excellent work on the brochure. To draw attention to and promote interest in and wider circulation, particularly among students and parents throughout the system, she suggested multi-colour printing for this SEAC flyer.

Mrs. Trott advised that when all the revisions are done, the information brochure will be printed and distributed to the system. She added that a covering memo, which is being developed with the Public Relations Officer, will be attached to the brochure and will indicate this was a joint project of the Board and SEAC.

Moved by Ms. Patenaude:

That the SEAC Organization Information Brochure be received for information.
CARRIED

ELEMENTARY/SECONDARY

Correspondence from Parents of Children with Autism [There was agreement to consider this added agenda item.]
Dr. Adamson advised of his recent meeting with a group of parents of autistic children and then read a letter outlining their concerns relative to the Hamilton Board's delivery of programs and services for autistic students.

Dr. Marshall noted the key issues raised included allocation of Educational Assistants, delivery of classroom education, staff development for Special Education teachers to better equip them in the classroom, the Identification, Placement and Review Committee (IPRC) process and the registration/entry process for autistic children in the schools.

Dr. Cooke suggested referring the letter to the officials for consideration with a Report to be brought back at a later time. He noted the critical timing for a response since the last two Senior Management meetings prior to the Summer break are focused on two major issues, i.e. Budget and the Social Contract.

Mrs. Bishop expressed disappointment with no response to SEAC's request for alternate attendance by the Superintendents of Schools at its meetings. She considered the presence of a Superintendent of School would facilitate addressing many operational issues raised by the members.

There was considerable discussion about the allocation of Educational Assistants in the classroom, particularly in meeting the needs of exceptional students.

Dr. Cooke, in clarifying the process undertaken relative to the utilization of Educational Assistants, emphasized that the ranking and prioritizing of needs is done at the school level. He noted the co-operation and leadership among school principals in carrying out the Board's direction across the system. Dr. Cooke alluded to the efforts in reducing dependence on Educational Assistants in the classroom, e.g. one-on-one assignments and re-allocating staff in areas of greater need.

Mrs. Bishop recognized the creative and co-operative efforts among staff in addressing this complex issue.

Mrs. Trott surfaced the negative feedback from parents regarding decisions, at the school and system levels, on the appropriate placements for their children. She felt part of the problem stemmed from the parents' traditional perception of the role of Educational Assistants in the classroom.

Miss Dalziel voiced her concerns on the impact of the reduction in the number of Educational Assistants to physically challenged students. She noted approximately 35 physically challenged children are anticipated to enter the system by September; however, the majority of them will not be able to attend school for lack of Educational Assistants to look after their special needs.

In terms of the registration/entry procedure for new students in the Primary grades, Dr. Cooke alluded to the work of Ms. Shelagh Simpson, Early Years Co-ordinator, in communicating with parents and pre-school learning agencies to obtain information about pre-school children entering the system.

Moved by Mrs. Bishop:

That the correspondence from parents of children with autism (attached) be referred to the Officials and that a Report be brought back to the Special Education Advisory Committee (SEAC) in the Fall.

When Dr. Marshall suggested separate referral motions for general and specific issues in the correspondence, the members concluded the motion would suffice in communicating the message to the trustees.

The motion was voted on and was **CARRIED**.

GENERAL

Organization Update

The following Updates were provided:

Learning Disabilities Association, Hamilton-Wentworth Chapter

Dr. Cooke affirmed for Mrs. Trott that a Policy for dispensing medication to school children is in place for each school. He agreed to bring a copy of the Policy to the next meeting.

Mrs. Trott reported a forthcoming conference sponsored by the Hamilton Rotary Club as patronage for the Hamilton Support House Centre on 1993 06 24, 17:00 to 19:00 hours, at the Hamilton General Hospital. She noted the Association's representation to the event.

Board Update

Mrs. Bishop advised of the completion of a research document by the Long-Term Care Committee; it will be presented to the District Health Council. She noted that, in terms of health needs, children are now included in the long-term care process. Mrs. Bishop said a community service agency will be set up to oversee the development of a plan for delivering services. Referring to an advertisement in today's newspaper for membership on the Committee, Mrs. Bishop invited the members to consider joining the Committee.

Mrs. Bishop alluded to the review of the Board's Modified Basic Adult Education at the recent Operations Management Committee meeting. She pointed to financial difficulties resulting from the 25% reduction in Government funding for the program, noting it may become costly for the Board to continue offering the course.

Mrs. Bishop expressed appreciation for the many interesting topics featured in Psych Insights, a newsletter from the Psychological Services Department.

Special Education Statistical Report

Mr. Owen Jackson, Research Supervisor, presented the Report. He noted the Ministry of Education and Training's plan in addressing the present cumbersome method of providing school boards with the required data for the Report. The new reporting system, which is anticipated to facilitate completion of the Report and reduce the chances for errors, will be implemented by next year.

In providing her own analysis (please see attached) of the Report, Mrs. Bishop noted, in terms of Special Education services provided, the historical trend for the Hamilton figures as compared to the Provincial level: at the Elementary School level, the numbers have remained very stable; however, the average number (in percentage) for the Hamilton Board during 1988 to 1992 was lower than the Province's: 7.1% versus 7.7%. Mrs. Bishop referred to the significant withdrawal of resources at the Secondary level. In terms of support for non-exceptional students, Mrs. Bishop pointed to the increasing trend in the Hamilton figures over the same period.

Mr. Jackson acknowledged Mrs. Bishop's views. Nevertheless, he reminded the members that in comparing the figures to the Provincial level, it should be considered that the Board's study represents a "microcosm" of the Province. Mr. Jackson noted further that Hamilton has numerous health services addressing varied disability needs; thus, when people come into the City for medical facilities they may also require educational services. He added this may not be the case in other jurisdictions.

The members were unanimous in concluding that strategic plans should be initiated in response to negative parental feedback relating to placements, e.g. Integration or Segregation for special needs students in the schools.

Mrs. Trott stated there may be complaints from parents on the Board's Special Education programs; however, compared to the other Boards, she considered the Hamilton Board to be in a favoured position in terms of providing the most appropriate educational setting for exceptional students.

In explaining for Ms. Kappheim the initiatives for the Gifted program, particularly the students in self-contained classes, Ms. Ethel Thayer, Consultant - Gifted, affirmed many of these children have received appropriate resource support this year. She noted the efforts of the Gifted Learning Resource teachers in this area.

Dr. Marshall wondered if the pressing issues surrounding Special Education in this Province should be raised directly with the Ministry of Education and Training.

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rman); Trustees Bishop, Mulholland and Allen; Mesdames
, Kadar and Oommen; Messrs. Shields and Verticchio.

Mesdames Dalziel, Kappheim, Kerr Jaskiewicz and Trott;
Mr. Billingsley and Drs. Newberry and Van der Spuy.

Also Present: E. Collins (Hamilton Principals' Association)

Officials Present: E. Bond (Superintendent of Program)
J. Tomlinson (Co-ordinator of Special Education)

Miss Bond called the meeting to order and asked for nominations for Chairman of the Special Education Advisory Committee.

Moved by Mrs. Oommen:

That Dr. Adamson be Chairman of the Special Education Advisory Committee for the year ending 1994 11 30. **CARRIED**

Chairman's Remarks
Dr. Adamson welcomed the opportunity to serve as Chairman of this Committee for the second time. He announced the trustee representatives to SEAC for 1994: Trustees Bishop, Mulholland, Patenaude and Allen (the new Chairman of the Board) and introduced Ms. Merryl Jeanne Kadar, the recently appointed representative from Hamilton Council for Home and School. Dr. Adamson then noted regrets for not attending the meeting were received from Trustee Patenaude, Mrs. Trott, Miss Dalziel and Messrs. Billingsley and Mutart.

Co-ordinator's Remarks
Dr. Tomlinson advised that the Transition Plan (from middle school to secondary school) for autistic children at Westview Elementary School has been shared with parents and staff at a recent meeting. She noted the Draft Criteria for the secondary school site is being reviewed by a Selection Committee composed of parents and staff.

GENERAL

Organization Update
The following updates were provided:

Autism Ontario, Hamilton-Wentworth Chapter
Dr. Adamson drew the members' attention to a parent survey conducted by the Special Education Advisory Committee of Lincoln County Board of Education relative to their Identification, Placement and Review Committee (IPRC) process .

About FACE (Facial and Cranial Abnormalities)
Ms. Elliott reported the Association's Hamilton Chapter plans to hold monthly meetings beginning in the new year.

Hamilton Association Community Living
Mr. Shields distributed copies of a position paper about Education, adopted by the Association, which highlights its expectations from the Ministry of Education and Training and Boards of Education relative to understanding and meeting the needs of exceptional students.

Mr. Shields then referred to the Association of Agencies for Treatment and Development (AATD) and requested the members' permission for a representative to make a presentation to SEAC and provide information about the Association's programs/services. It was agreed that the presentation will be placed on the agenda for the next SEAC meeting.

Board Update

Mrs. Bishop reported the progress of the Community Service Agency (Long-Term Care Committee, District Health Council) in working with various community groups relative to funding and delivery of services to children.

Copies of the Report on Elementary School Average Class Size, which was recently presented to the Personnel and Organization Committee, were distributed and Mrs. Bishop drew the members' attention to the decline in the number of "very small" Special Education classes and the emergence of larger classes, which are well within the Ministry's level.

Mrs. Bishop referred to the Report on Public Relations Planning presented to the November, 1993 meeting of the Operations and Finance Committee, noting the emphasis on parental and school involvement. [Copies of the Report are available in the Minute Room.]

Miss Bond spoke about the positive nature of the recent dialogue with paediatricians at Chedoke-McMaster Hospitals regarding the role of doctors in education. She said the discussion focused on the differing viewpoints between the medical community and school boards about student diagnostic evaluation, the I.P.R.C and Diagnostic and Resource Team (D.A.R.T.) processes, student placement, allocation of available resources in the schools and parental involvement. Stressing that both groups have recognized the need to work co-operatively in addressing the preceding issues, Miss Bond agreed with Mrs. Oommen's suggestion of including other professional groups, e.g. physiotherapists, occupational therapists, etc. in this collaboration. She welcomed the opportunity for similar meetings in the future and expressed her appreciation for Dr. Newberry's invitation to the dialogue.

Mesdames E. Collins, Hamilton Principals' Association Representative and Principal - Huntington Park Elementary School, and S. Cole, Special Education Consultant - Area 4, affirmed the valuable contributions of physio/occupational therapists in the schools, particularly in the D.A.R.T. process. Dr. Tomlinson commented on their efforts in the home care program.

1993 Annual Transportation Report

Dr. Tomlinson reviewed the Report.

When concerns surfaced regarding driver in-service relative to transporting special needs children, Mrs. Bishop referred to Dr. Shapiro's (former Deputy Minister of Education) critique about transporting children with disability, specifically in the area of suitability and consistency of the driver for the job, communication with parents regarding schedules and travel arrangements and safety of the transporting vehicle, suggesting the document may be a valuable resource material.

Dr. Tomlinson assured the members that drivers are provided adequate in-service and the Board procedures in transporting special needs students are passed on to all carriers. Recognizing the efforts of the Occupational Therapists and Educational Assistants in meeting the needs of these students, she emphasized that the ultimate responsibility of ensuring travel safety for the students remains with the Principal.

Ms. Collins discussed briefly the situation at Huntington Park School, noting the excellent co-ordination between school staff and the drivers. She and Dr. Tomlinson alluded to efforts in maintaining consistency in assigning drivers for special needs students.

Mr. Shields agreed there are numerous areas which need to be considered closely in ensuring safe transportation and adequate accessibility for students with disabilities. He

called for accountability and efficient allocation of available resources and suggested lobbying the Ministry of Education and Training for more support and assistance to school boards in their efforts to meet the needs of Special Education students.

Miss Bond explained the Ministry funding process for school boards, noting the many factors impacting on the development of the Board's budget. Key among these are: legislation, Collective Agreements and the Budget reporting system to the Ministry (i.e., fiscal years in terms of budgeting differ between school boards and the Ministry). Pointing to the tedious and difficult process involved during the Board's Budget deliberations, Miss Bond stressed the need for more flexibility in addressing the many issues at hand.

Referring back to the 1985 Transportation statistics, Mrs. Bishop noted the declining trend in the Ministry's transportation funding for Special Education.

In response to concerns surfaced by Mr. Shields relative to the Board's delivery of its Special Education programs, Miss Bond offered to provide him with a copy of the Special Education Action Team Report which outlines the 15 Board-approved recommendations on the Board's plan in educating its exceptional pupils.

Mrs. Bishop suggested the 1989 SEAC Mission Statement may be helpful; however, noting the philosophical statements in the document, she wondered if this could be updated to reflect the present situation.

Dr. Adamson thanked Dr. Tomlinson for the Report.

It was agreed:

That the 1993 Annual Transportation Report be received for information.

Diagnostic and Resource Team (D.A.R.T.) Process

Ms. Collins provided an overview of the development of the D.A.R.T., highlighting the belief statements and objectives of the program. Ms. Cole then detailed the D.A.R.T. process for Area 4.

Ms. Cole clarified for Dr. Adamson that the D.A.R.T. process is a school-based program at this time.

Mrs. Bishop commended the presentation and suggested a system document about the process may be useful in promoting awareness for the program.

Moved by Mr. Shields:

That SEAC continue to sit past 21:00 hours. **CARRIED**

Impressed with the "good news" in the presentation, Mr. Shields suggested involvement of the student body in the various activities be encouraged to improve the "culture" in the schools and promote friendship and lessen the "feeling of isolation" among the students.

Mrs. Bishop alluded to parents' concerns regarding feedback about the decision reached at the end of the D.A.R.T. process, noting some schools share the minutes/notes of D.A.R.T. meetings with parents. She encouraged consistency in reporting the status of children who have gone through the process.

Stating schools have different ways of providing feedback, Mesdames Cole and Collins assured the members that schools share D.A.R.T. information with parents and pertinent documents are always available upon request. It was further noted that sensitive information is handled appropriately at all times.

Ms. A. Marion, Special Education Consultant - Area 2, spoke about the role of the D.A.R.T. Case Manager in facilitating the process. Depending on the situation, i.e. student difficulty being considered, Ms. Cole stated the case manager could vary from school to school, e.g. he/she could be the Principal, Learning Resource Teacher (LRT) or the school nurse.

Mr. Mulholland was concerned with the phrase "serving your own" used by Ms. Cole in her presentation, noting the possible adverse perception that the Board's resources are allocated solely to a particular area during this time of restraint and financial difficulties.

Ms. Cole apologized for the confusion she may have caused by using such phrase and clarified that, as she was discussing the situation for Area 4, she meant "serving your own" as utilizing the available resources within Area 4 to its fullest extent in meeting the students' needs.

Dr. Tomlinson stated the phrase could also refer to each school serving their own student population in the context of the neighbourhood school concept. She then explained briefly the process relative to how resources are allocated and utilized in the school system.

Moved by Mrs. Bishop:

That the Verbal Report regarding Diagnostic and Resource Team (D.A.R.T.) Process be received for information. **CARRIED**

Dr. Adamson thanked Mesdames Collins and Cole for the interesting presentation.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

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